DOCUMENT RESUME

ED 299 201 SO 019 348

AUTHOR Anderson, Lynne; And Others
TITLE Social Studies Curriculum Guide: Grade Two, 1985-86.
INSTITUTION Fort Bend Independent School District, Stafford, Tex.
PUB DATE 85
NOTE 55p.; Components 3 and 4 are not included in this document. For other guides in this series, see SO 019 346-351.
AVAILABLE FROM Fort Bend ISD Curriculum Department, P.O. Box 1004, Sugar Land, TX 77487-1004 ($10.00).
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS *Citizenship Education; Course Content; Course Objectives; Curriculum Guides; *Economics; Geography; Grade 2; Instructional Materials; Learning Activities; Learning Modules; Primary Education; *Social Studies
IDENTIFIERS *Texas

ABSTRACT

This Fort Bend (Texas) social studies curriculum guide for second grade covers six six-week periods, and the 11 course outlines include the topics to be covered, the main goals and their supporting objectives, and a materials correlation chart. The 11 topics include holidays, citizenship, you and me, the community and my family, communication, transportation, maps and globes, Texas, graphs and tables, patriotism--U.S. flag, and economics. An Objectives Correlation Key describes the decimal system used to distinguish between main and supporting objectives. Materials correlated within the outlines are the Level B Blackline Masters from "Primary Social Studies Skills" (Nystrom), "Neighborhoods and Communities" (Silver Burdett), "Texas Almanac" (Dallas Morning News), and "World Almanac" (Doubleday). The guide also contains sample assessment items for each objective presented under each topic. (DJC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED299201

SOCIAL STUDIES

CURRICULUM GUIDE

Grade Two

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Rita Drabek

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

30 019348

F.B.I.S.D.

1985-86

ACKNOWLEDGEMENTS

The Curriculum Department extends its appreciation to the members of the Curriculum Development Task Force. The following people provided a valuable contribution in the development of this document.

WRITERS

Lynne Anderson - Lantern Lane Elementary
Julia Ball - Townewest Elementary
Henry Brewerton - Mission Bend Elementary
Patricia Finney - Townewest Elementary
Carmelina Piazza - Colony Bend Elementary
Michelle Stopschinski - Blue Ridge Elementary

REVIEWERS

Judy Belt - E.A. Jones Elementary
Jennie Greggs - Ridgegate Elementary
Leslie Jaggi - E.A. Jones Elementary
Susan Pinto - Mission Bend Elementary
Mary Beth Porter - Sugar Mill Elementary
Barbara Tucker - Sugar Mill Elementary

M'Liss Murr - Instructional Coordinator

INTRODUCTION

This curriculum guide is designed by the Fort Bend ISD Curriculum Department with the assistance of classroom teachers.

In FBISD, a curriculum guide is a document that prescribes the content, materials and teaching sequence of a subject or course. While the given sequence should be followed, variances may occur, based on teacher judgment, when necessary to meet student needs and standardized testing dates. Teachers are expected to cover the objectives in a given subject or course because the objectives incorporate the essential elements.

PURPOSE OF CURRICULUM GUIDES

1. TO ASSIST TEACHERS IN PLANNING AND CONDUCTING EFFECTIVE INSTRUCTION THAT COMPLEMENTS THE HIGH YIELD LEARNING APPROACH IN FORT BEND INDEPENDENT SCHOOL DISTRICT.

2. TO ASSIST PRINCIPALS, COORDINATORS, DEPARTMENT HEADS, AND TEAM LEADERS IN EVALUATING CLASSROOM TEACHING AND THE RESULTS OF LEARNING.

3. TO PROVIDE CONSISTENT LEARNING STANDARDS FOR COURSES OFFERED IN FORT BEND INDEPENDENT SCHOOL DISTRICT.

COMPONENTS OF THE GUIDE

THE FOUR COMPONENTS IN FBISD CURRICULUM GUIDES ARE LISTED BELOW:

COMPONENT 1

COURSE OUTLINE

This component consists of a listing of the TOPICS that comprise the major content of the course and outline the semester and/or year's work. In addition to the topics of the course, the MAIN OBJECTIVES AND SUPPORTING OBJECTIVES of the course are delineated.

MATERIALS CORRELATION

A second part of component 1 is a MATERIALS CORRELATION which specifies the key materials for the course. These materials generally are the state-adopted textbooks. Available supplementary materials as well as materials that have been developed by the district expressly for the course may be referenced.

COMPONENT 2

ASSESSMENT

Sample assessment items for each six weeks are provided as clarifications of objectives and aids in the construction of teacher-made tests.

COMPONENT 3

SAMPLE LESSONS

The sample lessons reflect the district's HIGH YIELD TEACHING model. These lessons provide instructional guidelines based on the lesson cycle.

COMPONENT 4

EXPANDED MATERIALS CORRELATION

An expanded materials correlation ties resource materials (i.e., films, labs, kits, software) to the outline. This listing is pertinent to the successful attainment of the course objectives.

Note: Components 3 and 4 are not included in this document.

SOCIAL STUDIES - GRADE TWO
TOPICS

Holidays

FIRST SEMESTER

First Six Weeks

Citizenship
You and Me

Second Six Weeks

The Community and My Family

Third Six Weeks

Communication
Transportation

SECOND SEMESTER

Fourth Six Weeks

Maps and Globes

Fifth Six Weeks

Texas
Graphs and Tables

Sixth Six Weeks

Patriotism - U.S. Flag
Economics

MATERIALS CORRELATION KEY

Code	Publisher	Title
BLM	Silver Burdett	Neighborhoods and Communities Blackline Masters
C	Cram	Globe Skills Learning Center
CE	World Book	Childcraft Encyclopedia
CT	Silver Burdett	Neighborhoods and Communities Chapter Tests
G	Graphic Learning	Our Neighborhoods and Groups Teacher's Guide
GBLM	Graphic Learning	Our Neighborhoods and Groups Blackline Masters
N	Nystrom	Primary Social Studies Skills Level B Teacher's Guide

MATERIALS CORRELATION KEY

Code	Publisher	Title
NBLM	Nystrom	Primary Social Study Skills Level B Blackline Masters
OM	Silver Burdett	Neighborhoods and Communities Outline Maps
S	Silver Burdett	Neighborhoods and Communities Student Text pages
STE	Silver Burdett	Neighborhoods and Communities Teacher's Edition pages
TA	Dallas Morning News	Texas Almanac
WA	Doubleday	World Almanac
WB	Silver Burdett	Neighborhoods and Communities Workbook

OBJECTIVES CORRELATION KEY

.00	Main objectives are in caps, identified as .00 objectives, and found at the top of a sequence of objectives. The main objectives state the general learning outcome of instruction.
.01, .02, etc.	Supporting objectives are listed below the main objectives and identified as .01, .02, .03, etc. objectives. These objectives indicate specific behaviors acceptable as evidence of the attainment of the main objectives.
B	Objective numbers that contain a B are Basic objectives. Basic objectives are taught and tested. Students should master Basic objectives.
D	Objective numbers that contain a D are Desirable objectives. Desirable objectives are taught to all students and are expected to be mastered by most students.
E	Objective numbers that contain an E are Enrichment objectives. Enrichment objectives are taught to most students with mastery expected of students who are capable of attaining higher levels of skills and concepts.
+	Objective numbers that contain a + are objectives tested on TEAMS.
*	Objective numbers that contain a * are objectives tested on ITBS.

COURSE OUTLINE

Social Studies - Grade Two

OBJECTIVES	MATERIALS CORRELATION

HOLIDAYS

NOTE: These holidays are to be taught at the time of year the holiday occurs. These objectives pertain to all the holidays.

01.00	KNOWS SIGNIFICANCE OF THE FOLLOWING HISTORICAL CELEBRATIONS IN THE COMMUNITY: Black History Week, Lincoln's Birthday, Washington's Birthday, Columbus Day, Thanksgiving, St. Patrick's Day, Veteran's Day, Memorial Day, Christmas, Hanukkah	S 168 S 168; CE 9 S 160; CE 9 S 164 S 170; 171 S 172; 173
01.01B	Knows the background of the holiday	
01.02B	Identifies symbols used for various holidays	
01.03E	Makes simple pictures or models of various holiday symbols	
01.04D	Tells the significance of the holiday	
01.05D	Enjoys music from various holidays	
01.06D	Appreciates literature, both fact and fictional, about the holiday	
01.07D	Identifies difference between fact and fiction in historical celebrations	

COURSE OUTLINE

Social Studies - Grade Two | 1st Six Weeks

OBJECTIVES	MATERIALS CORRELATION
CITIZENSHIP	
02.00 DEMONSTRATES AN UNDERSTANDING OF WHAT RULES AND LAWS ARE	
02.01B Defines rule	
02.02B Defines law	S 116
02.03B Explains why we have rules and laws	S 107
02.04D Explains consequences of not having rules and laws	S 108
03.00 DEMONSTRATES AN UNDERSTANDING OF RULES AT HOME	S 110-111
03.01B Defines family	N 3
03.02B Identifies responsibility of each family member	
03.03B Names persons responsible for making rules in your home	
03.04B Explains why it is necessary to have rules in the home	
03.05D Explains consequences of breaking rules in the home	
03.06B Accepts responsibilities for one's actions at home	
04.00 DEMONSTRATES AN UNDERSTANDING OF RULES AT SCHOOL	S 112-113
04.01B Restates definition of rule	
04.02B Names persons responsible for making rules at school	
04.03D Explains consequences of breaking rules at school	

* ITBS + TEAMS

OBJECTIVES		MATERIALS CORRELATION
04.04B	Accepts responsibility for one's actions at school	
04.05E	Compares rules at home and school	
05.00	DEMONSTRATES ON UNDERSTANDING OF LAWS IN COMMUNITY	S 116-118
05.01B	Restates definition of law	S 116
05.02B	Names persons responsible for making laws in the community	
05.03D	Explains consequences of breaking community laws	
05.04E	Names laws in the community	
05.05E	Gives examples of consequences of breaking community laws	
06.00	DEMONSTRATES AN UNDERSTANDING OF THE ROLE OF A CITIZEN	
06.01B	Defines citizen	
06.02B	Identifies role of citizen in the community	
06.03B	Recognizes standards of fairness and honesty as positive traits of citizens	
06.04B	Follows standards of fairness and honesty	
06.05B	Recognizes that volunteering for leadership activities is a positive trait of a citizen	
06.06B	Volunteers for leadership activities	
06.07D	Recognizes that reporting a suspicious, unlawful action is every citizen's duty	
06.08E	Explains own role as a citizen in the community	

OBJECTIVES	MATERIALS CORRELATION

YOU AND ME

07.00 DEMONSTRATES AN UNDERSTANDING OF ACCEPTABLE WAYS OF DEALING WITH INDIVIDUAL PERSONAL CONFLICTS

- 07.01B Defines individual
- 07.02B Defines conflict
- 07.03B Identifies characteristics of conflicts
- 07.04B Identifies acceptable ways of dealing with conflict
- 07.05B Identifies unacceptable ways of dealing with conflict
- 07.06D Identifies an acceptable way of dealing with an individual conflict in a given situation
- 07.07D Names possible consequences for not choosing acceptable ways of dealing with individual conflict

08.00 DEMONSTRATES AN UNDERSTANDING OF ACCEPTABLE WAYS OF DEALING WITH GROUP CONFLICTS

- 08.01B Defines group — G 27
- 08.02B Names types of groups to which students may belong--family, school, church, scouts — G 25; N 4
- 08.03E Contributes to a class chart showing types of groups to which students belong
- 08.04B Recalls definition of conflict
- 08.05B Recalls difference between acceptable and unacceptable
- 08.06B Identifies conflicts which can occur in a group

OBJECTIVES		MATERIALS CORRELATION
08.07D	Identifies an acceptable way of dealing with a group conflict in a given situation	
08.08D	Names possible consequences for not choosing acceptable ways of dealing with group conflict	

COURSE OUTLINE

Social Studies - Grade Two — 2nd Six Weeks

OBJECTIVES	MATERIALS CORRELATION
THE COMMUNITY AND MY FAMILY	
09.00 DEMONSTRATES AN UNDERSTANDING OF A COMMUNITY	
09.01B Defines neighborhood	G 10; N 3-4
09.02B Recognizes what makes up a neighborhood	N 3-4
09.03B Defines community	
09.04B Recognizes what makes up our community	
09.05E Compares a neighborhood and a community	
09.06E Lists characteristics of own neighborhood	
09.07E Lists characteristics of own community	
09.08E Lists outstanding features of own community	
09.09E Compares own community to a neighboring community	
10.00 DEMONSTRATES AN UNDERSTANDING THAT COMMUNITIES ARE MADE UP OF PEOPLE FROM MANY DIFFERENT CULTURES AND ETHNIC BACKGROUNDS	
10.01B Defines culture	
10.02B Recognizes own family culture and ethnic background	
10.03D Recognizes other family cultures and ethnic backgrounds	
10.04B Recognizes that families are much the same in any culture	N 4

* ITBS + TEAMS

OBJECTIVES		MATERIALS CORRELATION
10.05B	Lists common responsibilities of family members in any culture	
10.06B	Recognizes that common family responsibilities are much the same in any culture	
10.07D	Identifies foods associated with own family culture and ethnic background	
10.08D	Recognizes foods associated with other family cultures and ethnic backgrounds	
10.09D	Identifies dress or costumes associated with own culture or ethnic background	
10.10D	Recognizes dress or costumes associated with other family cultures or ethnic backgrounds	
10.11E	Illustrates costumes associated with own culture or ethnic background	
10.12E	Illustrates costumes associated with other family cultures or ethnic backgrounds	
11.00	RECOGNIZES IMPORTANCE OF INDIVIDUALS TO THE COMMUNITY	
11.01B	Identifies individuals of past and present significance to the community--Stephen F. Austin, mayor, community helpers	
11.02B	Explains significance of each individual	

COURSE OUTLINE

Social Studies - Grade Two | 3rd Six Weeks

OBJECTIVES | MATERIALS CORRELATION

COMMUNICATION

12.00 DEMONSTRATES AN UNDERSTANDING OF COMMUNICATION — N 40-42

- 12.01B Defines communication as sharing information
- 12.02D Defines verbal
- 12.03D Defines nonverbal
- 12.04B Recognizes that communication can be verbal or nonverbal
- 12.05B Names various types of verbal communication
- 12.06B Names various types of nonverbal communication
- 12.07E Names the person who invented telephone
- 12.08E Names various jobs in the telephone business

13.00 DEMONSTRATES AN UNDERSTANDING OF THE PROPER USE OF A TELEPHONE

- 13.01B Names ways people use the telephone as a means of communication
- 13.02B Recognizes the difference between good and bad calls
- 13.03B Knows how to use the telephone in an emergency
- 13.04E Role plays a telephone conversation
- 13.05E Makes a model or drawing of a telephone
- 13.06E Labels the parts of a telephone

OBJECTIVES

MATERIALS CORRELATION

TRANSPORTATION

14.00 DEMONSTRATES AN UNDERSTANDING OF TRANSPORTATION AND ITS USES — S 61; CE 8 N 24-27

- 14.01B Defines transportation
- 14.02B Names kinds of transportation used long ago
- 14.03B Names kinds of transportation used today
- 14.04B Names kinds of transportation used in our community
- 14.05E Names kinds of transportation that may be used in the future
- 14.06E Makes drawing or model of transportation used long ago
- 14.07E Makes drawing or model of transportation used today
- 14.08E Makes a drawing or model of a future form of transportation
- 14.09D Compares transportation used long ago and today

COURSE OUTLINE

Social Studies - Grade Two | 4th Six Weeks

OBJECTIVES	MATERIALS CORRELATION
MAPS AND GLOBES	
*15.00 DEMONSTRATES AN UNDERSTANDING OF THE USE OF MAPS--classroom, neighborhood, city, state, and United States	N 37-39
15.01B Identifies different types of maps	
15.02B Locates own community on city map	
15.03B Locates own community on state map	
15.04D Locates own community on U.S. map	G 55A, 56A, 57A
15.05B Defines map key	
15.06B Defines symbols	N 32
* 15.07B Interprets symbols used in map key	G 40; N 32-37 S 13, 26-27
* 15.08B Locates places using map key	
15.09B Locates places on a simple neighborhood map	
15.10D Draws a simple neighborhood map	G 24
16.00 KNOWS CARDINAL DIRECTIONS	N 7, 12-18; G 11
16.01B Knows North, South, East, West	S 16-17; S 20-21 G 39, 46
16.02D Knows Northwest, Northeast, Southwest, Southeast	
* 16.03D Gives cardinal directions from one point to another	
16.04E Knows that North does not always have to be at the top	G 39; G 46
16.05E Draws a compass rose showing cardinal and intermediate directions	

* ITBS + TEAMS

OBJECTIVES			MATERIALS CORRELATION
17.00		UNDERSTANDS THE GLOBE AS A MAP	G 53
	17.01D	Compares map and globe	N 14
*	17.02B	Locates U.S. on a globe	
*	17.03B	Locates Texas on a globe	
*	17.04D	Locates own community on a globe	
*	17.05B	Locates North pole, South Pole on a globe	
*	17.06D	Locates Equator on a globe	
	17.07E	Defines continent	
	17.08E	Knows number of continents	
	17.09E	Defines ocean	
	17.10E	Knows number of oceans	
18.00		UNDERSTANDS THE ATLAS AS A MAP	G 54
	18.01D	Compares map, globe and atlas	
*	18.02B	Locates U.S. in an atlas	
*	18.03B	Locates Texas in an atlas	
*	18.04D	Locates own community in an atlas	
*19.00		UNDERSTANDS THE PURPOSE OF A ROAD MAP	
	19.01B	Defines map scale	
*	19.02B	Interprets road map key	
*	19.03B	Traces routes of travel	
*	19.04D	Measures distance from one point to another	N 10-11
*	19.05B	Identifies shortest, closest by comparing distance	
*	19.06B	Identifies longest, farthest, largest by comparing distance	

* ITBS + TEAMS

COURSE OUTLINE

Social Studies - Grade Two — 5th Six Weeks

OBJECTIVES	MATERIALS CORRELATION
TEXAS	
20.00 DEMONSTRATES AN UNDERSTANDING OF THE GEOGRAPHICAL DATA ABOUT TEXAS	
20.01B Knows that Texas is a state	
20.02B Recognizes the shape of Texas from other states	
20.03D Names location of Texas in relation to other states--north, south, east, west	
20.04B Locates Houston on Texas map	
20.05B Names Austin as the capital	
20.06D Names major cities in the state--Houston, Austin, San Antonio, Dallas, Fort Worth, El Paso	
20.07D Names the states that border Texas	
20.08E Names the rivers that form boundary lines	TA 62; CE 4
20.09D Draws simple map of Texas	
20.10E Labels Houston and Austin on Texas map	
21.00 DEMONSTRATES AN UNDERSTANDING OF LOCAL CLIMATE	TA 100, 108-123
21.01B Defines climate	
21.02B Names types of climate	
21.03B Identifies local climate	
21.04D Identifies the climate in other parts of the state	
21.05E Compares local climate to climate in other parts of the state	

* ITBS + TEAMS

OBJECTIVES		MATERIALS CORRELATION
22.00	DEMONSTRATES AN UNDERSTANDING OF LOCAL NATURAL LANDFORMS	
22.01B	Defines natural landform	
22.02B	Lists types of natural landforms	S 6-10
22.03B	Names local natural landforms	N 22-23
22.04D	Identifies natural landforms in other parts of state	N 23-24
22.05E	Draws a simple map of Texas showing natural landforms	
23.00B	DESCRIBES CLIMATE AND ITS RELATIONSHIP TO THE LIVING CONDITIONS AND THE LOCAL ENVIRONMENT	
* 23.01B	Relates living conditions to location	
* 23.02B	Relates living conditions to land features	
23.03D	Notes effects of seasonal change on the local environment	G 99, 101
24.00	DEMONSTRATES AN UNDERSTANDING OF IMPORTANT LOCAL AGRICULTURE	
24.01B	Defines agriculture	
24.02B	Identifies local agricultural crops	
24.03D	Identifies agricultural crops in other parts of the state	
24.04E	Shows on a map, using symbols, agricultural crops in the state	
25.00	DEMONSTRATES AN UNDERSTANDING OF LOCAL INDUSTRY	
25.01B	Defines industry	
25.02B	Identifies local industries	

OBJECTIVES

MATERIALS CORRELATION

25.03D Identifies industries from other parts of the state

25.04E Shows on a map, using symbols, industries in the state

26.00 DEMONSTRATES AN UNDERSTANDING OF THE HISTORICAL DATA OF TEXAS

26.01B Identifies places of historical importance in Texas--Alamo, San Jacinto Battleground

26.02E Locates places of historical importance--Alamo, San Jacinto Battleground on a map

26.03B Identifies people of historical importance in Texas--Santa Anna, Stephen F. Austin, Sam Houston

26.04D Differentiates between fact and fiction in historical context

27.00 DEMONSTRATES AN UNDERSTANDING OF THE SYMBOLS OF TEXAS

27.01B Identifies state symbols--state flag, state flower, state bird, state tree

27.02B Knows the symbolism of the Texas flag

27.03E Identifies Texas seal

27.04E Identifies Texas motto

27.05E Recognizes the name Texas comes from Indian word Tejas meaning friendly

OBJECTIVES		MATERIALS CORRELATION
	GRAPHS AND TABLES	
28.00	DEMONSTRATES AN UNDERSTANDING OF A PICTOGRAPH	
* 28.01B	Identifies a pictograph	G 41
* 28.02B	Names uses for a pictograph	
* 28.03B	Identifies parts of a pictograph	G 41
* 28.04B	Locates specific information on a pictograph	G 41
28.05D	Makes a pictograph	G 83-84
29.00	DEMONSTRATES AN UNDERSTANDING OF A BAR GRAPH	
* 29.01B	Identifies a bar graph	S 103
* 29.02B	Names uses for a bar graph	
* 29.03B	Identifies parts of a bar graph	S 103
* 29.04B	Locates specific information on a bar graph	S 103
29.05D	Makes a bar graph	NBLM 2-III
30.00	DEMONSTRATES AN UNDERSTANDING OF A TABLE	
* 30.01B	Identifies a table	S 179; G 140
* 30.02B	Names uses for a table	
* 30.03B	Identifies cells of a table	S 179; G 140
* 30.04B	Locates specific information on a table	S 179; G 140
30.05D	Makes a table	N 23-IIA; G 140

OBJECTIVES		MATERIALS CORRELATION
31.00	DEMONSTRATES AN UNDERSTANDING OF A CIRCLE GRAPH	
* 31.01B	Identifies a circle graph	S 97; G 90
* 31.02B	Names uses for a circle graph	
* 31.03B	Interprets the sectors of a circle graph	S 97; G 90
* 31.04B	Locates specific information on a circle graph	S 97; G 90
31.05D	Makes a circle graph	

* ITBS + TEAMS

COURSE OUTLINE

Social Studies - Grade Two | 6th Six Weeks

OBJECTIVES	MATERIALS CORRELATION
PARTRIOTISM - U.S. FLAG	
32.00 DEMONSTRATES AN UNDERSTANDING OF THE HISTORICAL BACKGROUND OF THE U.S. FLAG	
32.01B Knows who made the first flag	
32.02B Recognizes what the first flag looked like	
32.03D Tells how the flag has changed over the years	
32.04E Recognizes that the flag might change in the future	
33.00 UNDERSTANDS THE SYMBOLISM OF THE FLAG	
33.01B Recalls definition of symbol	
33.02B Identifies U.S. flag as a symbol	N 29-31; C 9 G 189-190; S 25
33.03B Recognizes U.S. flag from other flags	S 25
33.04B Knows what the stars represent	G 190
33.05B Knows what the stripes represent	G 190
33.06D Knows what the colors represent	
33.07E Knows that Flag Day is June 14	
33.08E Draws simple map of U.S.	
33.09E Knows meaning of National Anthem	
33.10E Knows who wrote National Anthem	

OBJECTIVES	MATERIALS CORRELATION
34.00 UNDERSTANDS DISPLAYING THE FLAG	N 29-31
34.01B Knows when to fly flag	
34.02B Knows that U.S. flag is on top	
34.03D Knows when flag is flown at half mast	
34.04D Knows how a flag is raised and lowered	
34.05E Knows how to fold flag	
35.00 KNOWS PROPER RESPECT FOR FLAG	N 29-31
35.01B Knows to stand at attention, remove hat, salute, put hand on heart	
35.02B Knows Pledge	
35.03E Knows meaning of Pledge	

ECONOMICS

36.00 DEMONSTRATES AN UNDERSTANDING OF THE DIFFERENCES BETWEEN GOODS AND SERVICES	N 19-21
36.01B Defines goods	S 59, S 51
36.02B Defines services	S 54
36.03B Distinguishes between goods and services	N 19-21
36.04B Names community helpers who provide services	S 54, 88-89
36.05D Names some governmental services in the community--post office, police	
36.06B Names people who provide goods for the community	
36.07D Describes how people depend on each other to supply goods and services	S 90-96

OBJECTIVES		MATERIALS CORRELATION
37.00	DEMONSTRATES AN UNDERSTANDING OF THE DIFFERENCES OF PRODUCING AND CONSUMING THINGS	
37.01B	Defines producing (making)	
37.02B	Defines consuming (using)	
37.03B	Distinguishes between making (producing) and consuming (using) things	
37.04E	Gives examples of things produced and consumed	
37.05E	Describes how a particular item is produced/consumed	
38.00	DEMONSTRATES AN UNDERSTANDING OF THE KINDS OF INCOME PEOPLE RECEIVE	
38.01B	Defines income	S 80
38.02B	Names kinds of income people receive--allowance, rent, profits, wages, salaries	
38.03E	Distinguishes between kinds of income	
38.04D	Name ways people spend their income	
38.05B	Define needs	
38.06B	Define wants	
38.07B	Identifies basic needs	N 5-6
38.08B	Identifies basic wants	N 5-6
38.09E	Distinguishes between what people need to spend income for and for what they want to spend it	
38.10E	Identifies own needs	
38.11E	Identifies own wants	

SAMPLE ASSESSMENT ITEMS

Social Studies - Grade Two

OBJECTIVES | MATERIALS CORRELATION

HOLIDAYS

01.01B Match each fact with the right holiday.

01.02B Name the holiday this symbol represents.

01.03E Draw a picture of the symbol that represents this holiday.

01.04D In a short sentence, tell why this holiday is important.

01.05D Teacher observation

01.06D Teacher observation

01.07D Read the sentence. Circle fact if it is true. Circle fiction if it is make believe.

FACT FICTION

1. Lincoln's birthday is a holiday because he was a president.

FACT FICTION

2. Columbus Day is Columbus's birthday.

SAMPLE ASSESSMENT ITEMS

Social Studies - Grade Two | 1st Six Weeks

OBJECTIVES | MATERIALS CORRELATION

CITIZENSHIP

02.00 Circle Yes if it is true. Circle No if it is not true.

Yes No Rules and laws are made so people know what they are supposed to do. When people break rules or laws they get into trouble.

02.01B Fill in the blank.

A rule is _____.

02.02B Finish the sentence.

A law is _____.

02.03B Answer the question: "Why do we have rules and laws?"

02.04D Answer the question: "What would happen if we did not have rules and laws?"

03.00 Circle one:

TRUE NOT TRUE

Rules are important at home so family members know what they are supposed to do. Rules at home are made so everyone in the family will be safe.

03.01B Fill in the sentence.

A family is _____.

OBJECTIVES		MATERIALS CORRELATION
03.02B	Tell for what the people in your house are responsible. Dad Mom Brother Sister You	
03.03B	Circle the name of the people who make rules in your home. Dad Brother Sister Mom	
03.04B	Answer the question: "Why do we have rules in the home?"	
03.05D	Answer the question: "What happens when someone breaks rules at home?"	
03.06B	Note to parents: We have been studying rules and responsibilities in the home. Please answer the question below. Does your child show responsibility for his/her actions in the home? ___Yes ___No	
04.00	Circle TRUE or NOT TRUE. TRUE NOT TRUE Rules at school are important because they tell us what we are supposed to do. The school rules are made so we will not disturb others and we will not get hurt.	
04.01B	Finish the sentence. A rule is _____.	

OBJECTIVES		MATERIALS CORRELATION
04.02B	Name three people who make rules at school.	
04.03D	Answer the question: "What will happen if we break rules at school?"	
04.04B	Teacher observation	
04.05E	List rules at home and school. Circle the rules that are similar in both places.	
05.00	Why do we have laws in the community? Who makes the laws?	
05.01B	Finish the sentence. A law is _____.	
05.02B	Name two people who make laws in the community.	
05.03D	Answer the question: "What happens when someone breaks the laws in the community?"	
05.04E	Write two community laws.	
05.05E	Tell what would happen if these laws were broken.	
06.00	Answer the question: "What is the role of a citizen?"	
06.01B	A citizen is one who _____.	

OBJECTIVES		MATERIALS CORRELATION
06.02B	Read the sentences. Underline the things a citizen does in the community. Supports laws Votes Pays taxes Pulls flowers	
06.03B	Fairness and honesty are positive traits of citizens. Circle YES or NO	
06.04B	Teacher observation	
06.05B	Volunteering for leadership activities is a positive trait of a citizen. Circle YES or NO	
06.06B	Teacher observation	
06.07B	Reporting a suspicious, unlawful, action is every citizen's duty. Circle YES or NO	
06.08E	Answer the question. What do you do as a citizen in your community?	

YOU AND ME

07.01B	Finish the sentence. An individual is _____.	
07.02B	Finish the sentence. A conflict is _____.	

OBJECTIVES

MATERIALS CORRELATION

07.03B Circle the sentences that tell what a conflict is.

1. A conflict is a problem.
2. A conflict is a disagreement.
3. A conflict is an agreement between two or more people.
4. A conflict may be a fight between people.

07.04B
07.05B Read the sentence. Circle Yes if it is an acceptable way of dealing with a conflict. Circle No if it is an unacceptable way.

Yes No Fighting with someone

Yes No Talking about the problem

Yes No Trying to reach an agreement

Yes No Arguing with someone

07.06D Tell an acceptable way of dealing with an individual conflict in the situation below.

Tom made bad grades on his report card. His friend, Jim, laughs at him.

07.07D Tell two things that might happen to someone for not choosing an acceptable way of dealing with an individual conflict.

08.01B Finish the sentence.

A group is _____.

08.02B Name three groups to which students can belong.

OBJECTIVES

MATERIALS CORRELATION

08.03E Makes a class chart showing types of groups to which students belong. Pass the chart around and have each child fill in the groups to which they belong.

	Family	Church	Scouts	Dance Class	Sports Team
JOHN					
MARY					
SUSAN					
JEFFREY					
KIMBERLY					
SAM					
CARLA					
JOSEPH					

08.04B A conflict is _____.

08.05B Acceptable is _____.
Unacceptable is _____.

08.06B Tell two conflicts which can occur in a group.

08.07D Tell an acceptable way of dealing with a a group conflict in the situation below.

Ten children want to play with the jumprope. Only three can play.

08.08D Tell two things that might happen to someone for not choosing an acceptable way of dealing with a group conflict.

SAMPLE ASSESSMENT ITEMS

Social Studies - Grade Two | 2nd Six Weeks

OBJECTIVES | MATERIALS CORRELATION

THE COMMUNITY AND MY FAMILY

09.00 Answer the question: "What is a community?"

09.01B Fill in the blank.

A neighborhood is _____.

09.02B Write the letter N if the sentence describes a neighborhood.

_____ A neighborhood is made up of people who live in the same area.

_____ A neighborhood is made up of people who live in two different cities.

09.03B Write a complete sentence defining community.

09.04B Circle YES if the sentence describes a community. Circle NO if it does not.

Yes No A community is a group of people who live together in the same city or town.

Yes No A community is a group of people who live together in two different places.

09.05E Answer the question: What is the difference between a neighborhood and a community?

09.06E What things are found in your neighborhood? List three.

09.07E What things are found in your community? List three.

OBJECTIVES

MATERIALS CORRELATION

09.08E There are many things that make communities special. Think of things in your community that other communities may not have. (e.g. old train depot, Brazos River) List two.

09.09E Answer the question. How is your community different from a community in Alief, Houston or another community nearby? Tell two ways they are alike and two ways they are different.

10.00 Answer YES or NO. Are communities made up of people from many different cultures and ethnic backgounds?

10.01B Finish the sentence.

A culture is _____.

10.02B
10.07D
10.09D Take this home, discuss the questions with your family and answer the questions.

1. What is your ethnic background?
2. From what countries did your ancestors come?
3. What special foods do people from that country eat?
4. What types of clothing do people from that country wear?

10.03D Student shares own cultural background.

Another child restates the cultural background of that student.

Display pictures of other cultures.

Name the culture and one student from that culture.

OBJECTIVES		MATERIALS CORRELATION
10.04B	Answer the question: How are families the same in any culture? Name two ways.	
10.05B	List two common responsibilities of family members in any culture.	
10.06B	Answer the question: Are family responsibilities much the same in any culture? YES or NO	
10.07D	Give children examples of foods associated with various cultures. Have them name the foods associated with their own family culture.	
10.08D	Give children examples of foods associated with others culture. Have them name the culture.	
10.09D 10.10D	Display pictures of costumes of other cultural backgrounds. Ask students if the costume is from their own or another culture.	
10.11E	Draw a picture showing the way people dress from your own ethnic background.	
10.12E	Choose an ethnic background. Draw a picture showing the way people dress in that country.	
11.01B	Name two individuals past and present who are important in our community.	
11.02B	Tell in a short sentence why these people are important.	

SAMPLE ASSESSMENT ITEMS

Social Studies - Grade Two | 3rd Six Weeks

OBJECTIVES		MATERIALS CORRELATION
	COMMUNICATION	
12.00	Answer the question: What is communication?	
12.01B	Write a definition of communication.	
12.02D	Give a definition of verbal.	
12.03D	Give a definition of nonverbal.	
12.04B	The teacher gives the same directions verbally and nonverbally to the students. Ask: Did you do the same thing both times?	
12.05B	Name two types of verbal communication.	
12.06B	Name two types of nonverbal communication.	
12.07E	Answer the question: Who invented the telephone?	
12.08E	There are various jobs in the telephone business. List four of them.	
13.00	Answer the question: "What is the proper use of a telephone?"	
13.01B	Name three ways people use the telephone to communicate with others.	

OBJECTIVES

MATERIALS CORRELATION

13.02B Underline the sentence in green if it shows a good call; underline it in red if it shows a bad call.

A call from a friend
A stranger who calls to tell you a joke
A call from your aunt
A call from someone who hangs up

13.03B Use a play phone. Demonstrate the proper way to use the phone in a given situation.

13.04E Pretend you and another person are having a telephone conversation.

13.05E
13.06E Make a drawing or model of a telephone. Label the parts of the telephone on your drawing.

TRANSPORTATION

14.00 Read the sentences. Underline the sentence if it tells a way to use transportation.

1. Transportation is used to get from one place to another.
2. Transportation is used to talk to someone.

14.01B Finish the sentence.

Transportation is _____.

14.02B Name two kinds of transportation used long ago.

14.03B Name two kinds of transportation used today.

14.04B Name three kinds of transportation used in our community.

OBJECTIVES		MATERIALS CORRELATION
14.05E	Names two kinds of transportation that may be used in the future.	
14.06E	Make a drawing or model of a kind of transportation that was used long ago.	
14.07E	Make a drawing or model of a kind of transportation that is used today.	
14.08E	Make a drawing of a kind of transportation we may use in the future.	
14.09D	Make a list of transportation used long ago. Beside each type, write the kind of transportation used today.	

SAMPLE ASSESSMENT ITEMS

Social Studies - Grade Two | 4th Six Weeks

OBJECTIVES		MATERIALS CORRELATION
	MAPS AND GLOBES	
15.01B	Hold up maps of classroom, neighborhood, city, state and U.S.. Have children identify particular maps.	
15.02B	On maps of city, color our community on the map.	
15.03B	On a map of the state, color our community on the map.	
15.04D	On a map of the U.S., color our community on the map.	
15.05B	A map key shows _____.	
15.06B	A symbol stands for _____.	
*15.07B	Write the word that tells what the symbol stands for in the map key.	
*15.08B	Locate the school on the map using the map key. Color it red.	
15.09B	Locate your house on the map. Color it blue.	
15.10D	Draw a simple neighborhood map.	
16.01B 16.02D	Give student picture of a map. Label--North, South, East, West; Northeast, Northwest, Southwest, Southeast.	GBLM 119

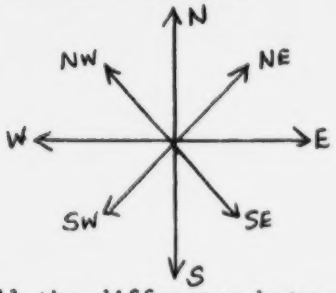
OBJECTIVES

MATERIALS CORRELATION

16.03D Give the direction from one given point to another. Tell the direction from your desk to the blackboard.

16.04E Label the directions on a map which has W at the top. Ask: Was north at the top? YES or NO

16.05E Draw a compass rose showing the directions: north, south, east, west; northeast, northwest, southeast, southwest. Example:



17.01D Tell the difference between a map and a globe.

*17.02B Using a globe, locate U.S..

*17.03B Using a globe, locate Texas.

*17.04D Using a globe, locate our community.

*17.05B Using a globe, locate the North and South poles.

*17.06D Using a globe, locate the equator.

17.07E A continent is _____.

17.08E There are _____continents.

7 9 12

17.09E An ocean is _____.

17.10E There are _____ oceans.

2 3 4

OBJECTIVES		MATERIALS CORRELATION
18.01D	Tell the difference between a map, a globe and an atlas.	
*18.02B	In an atlas, locate the U.S..	
*18.03B	In an atlas, locate Texas.	
*18.04D	In an atlas, locate our community.	
19.01B	A map scale shows _____.	
*19.02B	Tell what the symbols on a road map key represent.	
*19.03B	On a road map, trace the route of travel from one point to another.	
*19.04D	Measure the distance from ____to____.	
*19.05B	On a map of Texas, which is closest to Houston, Austin or Dallas?	
*19.06B	On a map of Texas, which is farthest from Houston, San Antonio or Lubbock?	

SAMPLE ASSESSMENT ITEMS

Social Studies - Grade Two | 5th Six Weeks

OBJECTIVES | MATERIALS CORRELATION

TEXAS

20.01B Texas is a _____.

country city state

20.02B From the pictures of the states below, find the state of Texas. Color it blue.

20.03D Use north, south, east, or west to fill in the blanks.

Texas is _____ of Oklahoma.
Texas is _____ of New Mexico.
Texas is _____ of Louisiana.

20.04B On the map of Texas, find Houston and point to it.

20.05B _____ is the capital of Texas.

20.06D Write the names of the six major cities in Texas.

20.07D Fill in the blanks. The states that border Texas are _____, _____, _____, _____.

20.08E The rivers that form boundary lines in Texas are _____, _____.

20.09D Draw a simple map of Texas.

20.10E On the map of Texas, put an X where Houston is located and a star for Austin.

OBJECTIVES

MATERIALS CORRELATION

21.01B Fill in the blank.

Climate is _____.

21.02B Name four types of climate.

21.03B Underline the kinds of climate found in this area.

rain	wind	warm
snow	hot	cool
cold	humidity	
dry	sunny	

21.04D Underline the words that tell about the climate in East Texas.

rainy	windy	warm
snowy	hot	cool
cold	humid	
dry	sunny	
mild		

Underline the words that tell about the climate in West Texas.

rainy	windy	warm
snowy	hot	
cold	humid	
dry	sunny	
mild	cool	

21.05E Put a check beside the words that tell that we have the same type of climate as in other parts of the state.

rainy	windy	warm
snowy	hot	
cold	humid	
dry	sunny	
mild	cool	

OBJECTIVES

MATERIALS CORRELATION

22.01B Fill in the blank with the definition.

A natural landform is _____.

22.02B List six natural landforms.

22.03B Name three natural landforms found in this area.

22.04D List the natural landforms found in other parts of Texas.

East Texas

North Texas

South Texas

West Texas

22.05E Draw a simple map of Texas. Use symbols to show natural landforms in:

1. East Texas
2. North Texas
3. West Texas
4. South Texas

*23.01B On the map, which is not located along Third Avenue, the house or the school.

OBJECTIVES

MATERIALS CORRELATION

*23.02B On a map of Texas, circle what would you see near Houston?

water mountains

On the map on page 30, if you were traveling from Miami to Fort Lauderdale, circle which would you see first.

swamp river

23.03D Ask: What happens when it rains a lot during a very cold winter?

Ask: What happens to the land when we have no rain during the summer?

24.01B Fill in the blank. Tell the meaning of the word agriculture.

Agriculture is _____.

24.02B Underline the crops that are grown in this area.

corn	rice	oranges
cotton	tomatoes	apples
wheat	lettuce	peaches

24.03D Underline the crops grown in other parts of Texas.

corn	rice	oranges
cotton	tomatoes	apples
wheat	lettuce	peaches

24.04E Draw a simple map of Texas. Use symbols to show agricultural crops in the state.

25.01B Fill in the blank. Tell the meaning of the word industry.

An industry is _____.

OBJECTIVES

MATERIALS CORRELATION

25.02B Underline the industries found in this area.

oil
natural gas
sulfur
salt

25.03D Underline the industries found in other parts of the state.

oil
natural gas
sulfur
salt

25.04E Draw a simple map of Texas. Use symbols to show industries in the state.

26.01B Put an X by the places that are an important part of the history of Texas.

Alamo
Houston Ship Channel
San Jacinto Battleground
Prairie Dog Town

26.02E On a map of Texas, put a square where the Alamo is located and a circle where the San Jacinto Battleground is located.

26.03B Put a + by the people that are an important part of the history of Texas.

Santa Anna
James Smith
Stephen F. Austin
Sam Stone
Sam Houston
Harvey Houston

26.04D Teacher states facts about Texas. Children tell orally whether they are fact or fiction.

OBJECTIVES		MATERIALS CORRELATION
27.01B	Look at the drawings of these flags. Put an X on the Texas flag. The state bird is the _____. The state tree is the _____. The state flower is the _____.	
27.02B	The star on the Texas flag stands for _____. The color red means _____. The color white means _____. The color blue means _____.	
27.03E	The state seal stands for _____.	
27.04E	The state motto is _____.	
27.05E	Fill in the blank. The name that comes from the Indian word Tejas is _____.	

OBJECTIVES		MATERIALS CORRELATION
	GRAPHS AND TABLES	
*28.01B	Show a circle graph and a pictograph. Ask: Which is the pictograph?	
*28.02B	Name one use for a pictograph.	
*28.03B	Ask: What things do we see on a pictograph?	
*28.04B	Using the pictograph, tell how many apartment houses are in this neighborhood.	G 41
28.05D	Make a pictograph showing the number of girls and boys in the classroom.	
*29.01B	Ask: Is the graph on page 103 a bar graph or a pictograph?	S 103
*29.02B	Tell a use for a bar graph.	
*29.03B	Ask: What do we see on this bar graph? What are its parts?	S 103
*29.04B	Using the bar graph on page 103, how many children have dogs?	S 103
29.05D	Make a bar graph showing the number of children who have cats, dogs, birds, fish, and rabbits for pets.	
*30.01B	Ask: What is the name for the picture on page 179? (Answer: calendar or table)	S 179

OBJECTIVES		MATERIALS CORRELATION
*30.02B	Name one use for a table.	
*30.03B	Ask: What do we call the boxes on this picture on page 179?	S 179
*30.04B	Name the month that has 29 days on the table on page 179.	S 179
30.05D	Make a table showing the month of January.	
*31.01B	Show a bar graph and a circle graph. Ask students to raise their hands when you show the circle graph.	S 103; S 97
*31.02B	Name a use for a circle graph.	
*31.03B	Tell what is shown in each of the parts of the circle graph on page S 97.	S 97
*31.04B	On page 97, look at the circle graph and circle what most of the money was used for. food clothes house	S 97
31.05D	Make a circle graph showing how many children play in the park, school, house.	

SAMPLE ASSESSMENT ITEMS

Social Studies - Grade Two | 6th Six Weeks

OBJECTIVES | MATERIALS CORRELATION

PARTRIOTISM - U.S. FLAG

32.01B The first flag was made by _____.

Betsy Brown Betsy Ross Ross Brown

32.02B From the flags shown, put an X on the first flag.

32.03D Tell two ways the flag has changed over the years.

32.04E Ask: How might the flag change in the future? Why?

33.01B The definition of symbol is _____.

33.02B The U.S. flag is a _____.

star symbol song

33.03B Look at the drawings of flags. Put an X on the U.S. flag.

33.04B The stars represent _____.

33.05B The stripes represent _____.

33.06D The color white stands for _____.
The color red stands for _____.
The color blue stands for _____.

33.07E What holiday is June 14?

OBJECTIVES		MATERIALS CORRELATION
33.08E	Draw a simple map of U.S..	
33.09E	Tell the meaning of the National Anthem.	
33.10E	_____ wrote the National Anthem.	
34.01B	Underline the answer that completes the sentence.	
	1. The flag is flown on _____.	
	special days Saturday	
34.02B	2. The U.S. flag is always _____.	
	on top on bottom	
34.03D	3. The U.S. flag is flown at half mast when _____.	
34.04D	4. The flag is raised _____.	
	The flag is lowered _____.	
34.05E	Demonstrate how to fold a flag.	
35.01B	Name four things you should do to show respect for the flag.	
35.02B	Recite the Pledge.	
35.03E	Tell the meaning of the Pledge.	

OBJECTIVES | MATERIALS CORRELATION

ECONOMICS

36.01B Fill in the blank.

Goods are _____.

36.02B Fill in the blank.

Services are _____.

36.03B Write the letter G for goods. Write the letter S for services.

toys
Physician
food
school supplies
Dentist
Music Teacher
games

36.04B Name three community helpers who provide services.

36.05D Name three government services in our community.

36.06B Name three people who provide goods for the community.

36.07D Tell how people depend on each other for goods and services.

37.00 Ask: "What is the difference between producing and consuming things?"

OBJECTIVES

MATERIALS CORRELATION

37.01B Producing means _____ things.

37.02B Consuming means _____ things.

37.03E Write P if the sentence tells of producing things. Write C if the sentence tells of consuming things.

Eat a cake
Make a cake
Making a shoe
Wearing a shoe

37.04E List two things that are produced and two things that are consumed.

37.05E Select one item listed above. Tell how that item is made or used.

38.01B Circle the correct answer.

Income is money we receive for work.
Income is a service we receive.

38.02B Name two kinds of income.

38.03E Fill in the blanks with the correct word.

allowance
rent
wage

1. Billy's parents give him one dollar a week for spending money. Billy gets his _____ every Saturday.

2. Jack gets a weekly _____ of thirty dollars for working at the grocery store after school.

3. Mary's father pays the _____ for their apartment every month. He pays so they can use the apartment in which to live.

OBJECTIVES		MATERIALS CORRELATION
38.04D	Name three ways people spend their income.	
38.05B	Needs are _____.	
38.06B	Wants are _____.	
38.07B 38.08B	Put an X before the wants. Put an O before the needs. _____ toys _____ food _____ clothes _____ puzzles _____ home _____ TV	
38.09E	Ask: "What are things people want to spend income for?" "What are things people need to spend income for?"	
38.10E 38.11E	Make a chart showing your own wants and needs. Now that I am _____ (age), I want and need these things. WANTS NEEDS	